



SQUIP 2026-27

School: Dyce Academy

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Section 2: Self Evaluation Summary
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Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	3
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Dyce Academy

Self-Evaluation and Improvement Plan

2026-27



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Section 1: School Context

Dyce Academy is a non-denominational, 6 year comprehensive school which serves the Dyce community and the surrounding rural area. Primarily our pupils come from two associated primary schools, Dyce Primary which is an Aberdeen City school, and Newmachar Primary which is an Aberdeenshire school taking in pupils from Newmachar, Kingseat and outlying areas.

Our school roll is currently 660. 39% of our pupils arrive at school via school transport and 11% of our school roll have free school meal entitlement. 41% of our pupils are recorded as having additional support needs and 8% of our pupils have English as an additional language. Our SIMD profile ranges from deciles 1-10 with the majority of our pupils sitting between deciles 6-9. However, we recognise that our pupil cohort has a more diverse demographic than this data necessarily reflects, due to aspects of hidden rural poverty, and an increase in pupils attending Dyce Academy who are from areas out with our catchment area.

We are also home to Aberdeen City Music School which is one of the four centres of musical excellence for school pupils in Scotland. Its purpose is to develop the musical talent of our pupils whilst preparing them for a professional music career should they wish to pursue this. Our provision includes capacity for up to 44 boarders in the Residential building, although currently we are sitting at 14 boarders, with 31 pupils in ACMS in total. Our boarders come from across the north east of Scotland and reside on site Sunday-Friday. Our Boarding House was inspected in January 2026 and was rated at 5 – Very Good by the Care Inspectorate.

Dyce Academy also benefits from well-established senior school consortium arrangements with our neighbours at Bucksburn Academy. The senior phase is planned jointly between the two schools, allowing pupils to choose courses from either school increasing breadth and flexibility of choice. This is extended further through access to a range of provision via the ABZ campus model which increasing numbers of our pupils are taking advantage of.

We have recently refreshed our **school values**, with input gathered from a range of stakeholders, and these values underpin everything that we do as a school. We seek to inspire every pupil to aim high with **Ambition**, treat others, themselves, their community and their environment with **Respect**, and celebrate **Inclusion**, creating a welcoming community where everyone can thrive. Our pupils are regularly commended by visitors and community partners for being polite, friendly and engaging, and the positive relationships that we foster within the school were recognised in both our recent HMIE Inspection and our Quality Improvement Visit from the local authority.



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Section 2: Self-Evaluation Summary

HGIOS QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Good
How well are you doing? What's working well for your pupils?	How do you know? What evidence do you have of positive impact on pupils?	What are you going to do now? What are your improvement priorities in this area?	
School Vision, Values and Ethos The School Vision and Values have been refreshed during session 2025-26, ready to launch in session 2026-27. There was extensive stakeholder input into the co-creation process and pupils have been leading the way with the graphic design element of the process. Our new signs will be displayed prominently around the school and will be reinforced regularly through assembly presentations to all year groups. Our school expectations of 'Ready Respectful, Safe' are also revisited regularly through assembly and in lessons, and are displayed around the school. The creation of our 'How to be an Effective Learner infographic' was pupil led and demonstrates the ambitious ethos we encourage in our young people. Our emphasis on pupil voice throughout these processes has strengthened pupil engagement and commitment to our values and expectations , and these underpin everything we look to do as a school. During session 2025-26 the school successfully achieved a Silver Rights Respecting Schools award. It	School Vision, Values and Ethos School Expectations posters and 'How to be an effective learner infographic'. Recent Inspection findings report that <i>"The school's revised Learning and Teaching Policy has been developed with input from young people and is well promoted throughout the school. This has raised expectations of staff and young people"</i> . Vision and Values Stakeholder Input - Pupils Vision and Values Stakeholder Input – Parents Vision and Values Stakeholder Input – Staff Vision and Values Infographic. Almost all stakeholders (99%) felt that our new values of Ambition, Respect and inclusion meet our views of what the values of the school should be.	School Vision, Values and Ethos The new session will see us embedding our new vision and values into our practice. All school policies and guideline documents will be reviewed and updated to reflect this change. Our values will underpin all of our work going forward. This will be particularly evident in our new school website. We are now working towards our Gold Rights Respecting Schools Award, with our verification visit due to take place in May 2027.	



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was recognised that this is **having a positive effect on our school culture and ethos with our pupils engaging well with the activities they undertook**. We have now begun our journey towards Gold level which we hope to achieve by the end of session 2026-27. As part of our work on this we have introduced both a staff and pupil working group for Rights Respecting Schools as we look to embed children's rights through every aspect of school life, practice and ethos. **The result of this work will be that our staff and pupils will be more rights aware, and demonstrate rights respecting attitudes across the school which will in turn have a positive impact on learning and wellbeing. It will also support our pupils to become advocates for social justice, and see themselves as rights respecting global citizens.**

Almost all (98%) pupils report feeling that staff treat them fairly and with respect compared to 74% in 2023.

Almost all (96%) pupils report feeling that staff encourage them to do the best they can all of the time compared to 70% in 2023.

Most (81.6%) parents feel the school encourages pupils to treat others with respect compared to 70.79% in 2023.

Recent Inspection findings report that ***“Senior leaders and staff are developing a stronger culture of aspiration. Staff should continue to raise their expectations and strengthen further the developing culture of ambition for pupils”***

Rights Respecting Schools Silver Award Evidence Pack.

Silver Rights Respecting School Accreditation Report states: ***“Pupils and staff at Dyce Academy demonstrate a strong commitment to their Rights Respecting journey”***

and

“children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally”

Strategic Planning for Continuous Improvement and Implementing Improvement and Change

Increasing numbers of staff are taking on formal and informal leadership roles across the school. This **has led to greater engagement in both the setting and carrying out**

Strategic Planning for Continuous Improvement and Implementing Improvement and Change

All staff members join either a working group or pedagogy group to support and lead on areas of

Strategic Planning for Continuous Improvement and Implementing Improvement and Change

There will be some variation to our pedagogy and working groups this session to support the evolving direction of our improvement work. Again these will be



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of our improvement work. Our distributed leadership approach supports greater progress across different areas of work and our commitment to stakeholder engagement and pupil led initiatives is ensuring that **people feel involved in the improvement work of the school.**

Collegiate and Management Team meetings have been planned in advance for the session and are linked directly to improvement priorities and staff CPD requirements. A new approach has been adopted with the Middle Management Team for session 2026-27, with common non-contact time secured within the timetable to allow for further collaborative working. **Staff members are fully involved in the Improvement Plan development and evaluation process** and updates are shared with staff, pupils and parents throughout the year.

This approach to our improvement activities **ensures involvement and engagement from pupils, parents and staff members creating a shared understanding of our school's strengths and areas of development. It also allows leaders at all levels to motivate and inspire others to sustain collective commitment to the shared vision for change and improvement across the school which results in improvements for our learners through a variety of improvement methodologies.**

Our ASG continues to develop their shared Improvement Plan which is leading to positive change in areas including P7-S1 transition, moderation work and shared profiling approaches. We have also joined with Bucksburn ASG in our Partnership Forum allowing us to also work collegiately on themes such as pupil support and learning, teaching and assessment. By working across both our ASG and our

improvement around the school. In session 2025-26 our groups covered:

Pedagogy Groups – Differentiation, AIFL, Oracy and Questioning, and PBL

Working Groups – Celebrating Success, Activities Days, Sustainability, Vision and Values.

Minutes of the Pedagogy Group work outlines the work undertaken by the group as a whole and individuals within the group in their respective classrooms and faculties. A significant proportion of our May Inservice is led by these groups to support sharing of good practice. Our Collegiate meetings also has time built in to support sharing of good practice.

Minutes of the Working Groups demonstrates the various outcomes from these groups which include the Annual Awards Ceremony, refreshed visions and values, our Activities Days programme and the achievement of our Third Green Flag certificate and report.

We can demonstrate our commitment to stakeholder input to Improvement Planning processes via the following means:

- (i) Improvement Plan evaluation and development evidence involving all staff members.
- (ii) Parent Council discussions
- (iii) Pupil Assembly presentations taking pupils through Improvement planning work.

Our overview of our Collegiate Meeting and Management Team meeting plan for the year (established at the start of the session) demonstrates the strategic focus on our Improvement Plan priorities,

led by different staff members across the school, and will be a mixture of promoted and unpromoted staff.

All staff will be involved in a QI evaluation process this session in addition to the School Improvement Plan review work that has been in place for a few years now. By developing our approach to self-evaluation we will allow all stakeholders to take more holistic overview of our collective strengths and areas of development.

We are continuing our work as an ASG on moderation and verification of Literacy and Numeracy, on pupil profiling and on P7-S1 transition.

Partnership Forum will continue to allow opportunities to share practice and work together on shared areas of improvement plan work. This session a number of shared priorities have been determined.

Plan to continue to increase the number of pupil leadership roles across the year stages in 2026-27, with particular focus on the BGE stages. A more comprehensive programme of leadership training will be provided for pupils taking on these roles. This has already begun through our senior phase induction day activities and through our revised recruitment process. Our Personal Development Programme will allow for an increase in pupil leadership opportunities in S5/6.

There will be focus on promoting staff leadership training and opportunities in 2026-27 to support capacity building across the school. Middle Leaders will also be engaging with the ACC networks to develop their capacity and leadership of change in school.



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consortium link with these activities, **we are providing a more consistent approach which our young people will benefit from as they progress from primary school through into secondary school, regardless of secondary setting in the senior phase.**

We have pupil Ambassador groups who continue to lead projects on areas including Health and Wellbeing, Pupil Support, Sustainability and Eco Schools and Communities and Enterprise. Their work is well documented through our school newsletter. We have increased pupil accountability in terms of the outcomes and impact of their pupil leadership roles, as each Ambassador group has to deliver assemblies at the start and end of the session to all year groups outlining their plans for the year and the progress of their work. **The result of this work is that our young people are front and centre, informing and leading change within the school, encouraging their creativity and innovation, supporting their skills development, building their confidence and enhancing the learning experience across the four contexts of learning.**

We have redeveloped our Service to the School role for all S6 pupils, and rebranded it as a Personal Development Programme. We have expended the suite of options within the programme and continue to hold it as a mandatory feature in all S6 timetables. These roles provide a different context for skills development for our young people whilst allowing them to give something back to the school. **As a result our young people will again experience a further emphasis on skills development and opportunities to put this into practice in new contexts, enhancing their overall portfolio of attainment and supporting their endeavours as they move onto positive destinations post school.**

and our commitment to professional dialogue, collegiate learning and staff voice allowing for well-informed change and collective responsibility in the process of change.

Most staff (88%) report feeling valued within the school compared to 77% in 2023.

Most staff (84%) report feeling they have opportunities to learn from and share practice with colleagues compared to 72% in 2023.

Most staff (84%) report having regular opportunities to undertake leadership roles within the school compared to 67% in 2023.

Almost all (72%) staff feel they have the opportunity to be involved in agreeing priorities for the school compared to 50% in 2023.

ASG Improvement Plan and Partnership Forum minutes demonstrate the partnership working that is underway within our school communities.

Most (84%) pupils report feeling that the school listens to their views compared to 51% in 2023.

58 pupils held formal leadership positions during session 2025-26 compared to 16 pupils in 2024-5.

CIC Collegiate presentation

We will be developing materials to support an improvement and greater consistency with our PRD processes across the school.

We will continue to engage with the work of the national CIC, and begin preparations for implementation.



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Work has begun with teaching staff to develop understanding of the work of the Curriculum Improvement Cycle. Collegiate presentations have been shared and time built into the WTA for session 2026-27 to support with taking this forward.

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?

Good

**How well are you doing?
What's working well for your pupils?**

**How do you know?
What evidence do you have of positive impact on pupils?**

**What are you going to do now?
What are your improvement priorities in this area?**

Learning and Engagement Relationships and Engagement
In **most lessons** there remains a positive climate for learning and our pupils are active participants in their learning. Relationships between staff and pupils, and between pupils themselves remain positive and respectful **the majority of the time**. Overall, the **learning environment is built on positive and appropriately challenging relationships which leads to high quality learning outcomes**.

Increasingly **our learners are exercising choice in their lessons, including the appropriate use of digital technology, and take increasing responsibility** as they become more independent in their learning.

Pupil achievements in and out of school are recognised throughout the year and in our annual Awards Ceremony and through our ongoing dialogue, **our pupils know how**

Learning and Engagement Relationships and Engagement
SLT Observation records include measures on pupil engagement in lessons which confirms that in the majority of lessons we see Engagement and Strategic Compliance from pupils (72%).

Recent ACC QIV findings report that ***“Teachers are promoting greater engagement of young people in their classes and helping learners to take more responsibility for their own learning.”***

“All members of the team commented on the calm and ordered nature of classes and corridors...the team noted that across classes almost all learners were engaged in their learning”

“Use of digital technology was noted in a majority of lessons”

Learning and Engagement Relationships and Engagement

We will carry out our action plan towards achieving our Gold Rights Respecting Schools Award.

Through our Personal Development Programme we will have a focus on Citizens Advice, with a pupil led learning experience to be developed and shared with a BGE year stage.

We will continue to track and evidence our commitment to pupil voice across the school.



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engagement in extra-curricular and their subsequent achievements help them to develop knowledge and skills for life, learning and work.

Through our Rights Respecting (RRR) Schools work we have demonstrated our commitment to embedding Children's rights in our work as a school. We are demonstrating good progress in each of the three strands of the RRS award – (i) Teaching and Learning about rights (ii) Teaching and Learning through rights – ethos and relationships (iii) Teaching and Learning for rights – participation, empowerment and action. **This has resulted in our pupils being rights aware as a cohort.**

The **majority** (71%) of learners received awards at our Annual Awards Ceremony or end of Session House Assembly to Celebrate Success which demonstrates our developing culture of ambition within the school.

Silver Rights Respecting Schools Accreditation report states that *“Staff engage in training on child rights approaches, which is evident in learning and teaching. **Rights are strongly embedded in the curriculum, particularly at S1 and S2, and there are clear, explicit links being made between the CRC and General Teaching Council for Scotland professional standards.**”*

Quality of Teaching

We have continued to embed our learning, teaching and assessment policy in our practice. Our 'Features of a Good Lesson Structure' and 'Features of Effective Practice' documents are supporting staff to plan effective lessons with a focus on consistent routines and planning for differentiation, pace and challenge. **This is resulting in improved learning experiences for our young people.** Work has begun on the development of a home learning policy informed by looking outwards and gathering staff views. This will continue to be progressed during session 2026-27.

At a whole school level our focus during session 2025-26 was on developing practice in Differentiation, Pace and Challenge following the development work we undertook in this area during session 2024-25. We have had a number of CPL inputs for all staff in this area from

Quality of Teaching

'Features of a Good Lesson Structure' and 'Features of Effective Practice' documentation

Differentiation, pace and challenge observation evidence at individual and faculty level from session 2025-26.

Individual Sample Maths
Individual Sample English
Faculty Overviews Maths and ASFL

Recent Inspection findings report that **“Staff are improving the consistency of pupils experiences across the school”. “Overall the quality of learning and teaching is improving”**

This was reinforced by a subsequent ACC QIV which reported that **“Overall the quality of learning and**

Quality of Teaching

Continue to develop our home learning policy to support learners to take responsibility for their own learning.

Develop a learning and teaching toolkit for staff members as a one stop shop for learning and teaching resources.

CPL focus on outdoor learning during session 2026-27.

Pedagogy group work to continue with refreshed focus areas.

Continue to track progress with business or community partner engagement within teaching and learning.



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staff across the school through the work of our pedagogy groups. SLT and QIV observations have subsequently identified **improvements in practice and evidence of impact of this work in areas such as use of effective questioning, use of oracy protocols, use of rubrics and use of differentiated success criteria, leading to more consistent learning experiences for our pupils.** Staff have received detailed feedback at individual and faculty level. We will be continuing our focus in this area during session 2026-27.

Young people now experience **greater consistency in our use of Learning Intentions and Success Criteria which is supporting our learners to have a better understanding of how to progress with their learning,** but recognise we need to continue to link these explicitly to benchmarks or national standards.

From our work in this area **pupils are receiving improved and more consistent learning and teaching experiences and they are reporting greater levels of enjoyment in their learning.**

We have created a second outdoor learning space during session 2025-6 and work is now underway to upskill staff in the use of these spaces to build confidence levels. We have had an increasing number of learning and teaching experiences that take place beyond the classroom, **allowing greater authenticity for learners and supporting improved engagement.**

Faculty trackers include a focus on the use of interventions and evidence of impact of these is outlined through our attainment review processes. **This**

teaching is improving". "Most lessons were identified as satisfactory or better and a majority as good or better."

CLPL Evidence on Differentiation, Pace and Challenge.

We have maintained the improvement that we saw in staff feeling their professional learning has allowed them to reflect and improve on their practice with **most** staff (74%) feeling this is the case.

SLT lesson observation feedback at whole school level on Differentiation, Pace and Challenge.

Outcomes of SLT and QIV observations during session 2025-26 :

- Core routines are effective and in place in **almost all** lessons.
- Pace and challenge are evident in the **majority of** lessons
- QIV evidence noted "*Effective practice...included chunking of tasks, the widespread use of timers, use of effective questioning and setting work at different levels.*"
- In **almost all** lessons learning intentions and success criteria were shared with pupils.
- Adaptations to learning were noted in a **majority of** lessons.
- Across SLT led observations, it was found that the pace in lessons was meeting the needs of **almost all** learners. The level of challenge was meeting the needs of **most** learners, and differentiation was meeting the needs of **most** learners.

Through our lesson observations we will continue to have a focus on improvements in planning for differentiation, pace and challenge.



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is leading to improved performances from our young people with less pupils having to make changes to presentation levels and ultimately, improvements in our attainment data. See section 3.2 Raising Attainment for supporting evidence in this area.

2025-26 saw 25 authentic learning experiences were experienced across all year stages. (Either an off site visit or explicit partner involvement in lesson delivery)

Pupils reported in June 2025 that the **majority** of learners, 57%, enjoy their learning most or all of the time and a further 34% enjoy their learning some of the time.

Faculty Tracker evidence sample

Effective Use of Assessment

Feedback has been gathered on our assessment calendar and further work will be undertaken during session 2026-27 to improve the effectiveness and accessibility of this resource. This will **support pupils to prepare more effectively for assessments, leading to improved attainment.**

Attainment review discussions has highlighted that a lot of faculties have been developing their assessment practices, **to ensure assessment are accessible, robust and meet the needs of all learners.** Approaches to assessment have been gathered for each faculty as part of the 2.3 DHT network work.

The AIFL working group has gathered both staff and pupil voice on the use of AIFL in our practice. This has allowed for data capture on this including commentary about the types of activities pupils find most useful. This has been shared with all staff to allow for outcomes to be incorporated into practice going forward **improving consistency of experience for our young people and**

Effective Use of Assessment

Assessment calendar

AIFL Data Capture presentation evidence shows the different AIFL methods being used by staff in BGE and how this is then being used to assess progress and inform next steps.

The pupil voice evidence from this survey told us:

- **Most** (83.3%) pupils in S1-3 feel that starter activities are supporting their progress through the lesson that follows
- The **majority** (69.4%) of pupils in S1-3 feel that activities used at the end of the lesson indicate what you need to do next to progress in your learning.

Moderation evidence gathered by faculties

SLT observation evidence of moderation work.

Individual Feedback Sample MFL

Individual Feedback Sample PE

Effective Use of Assessment

We will continue to develop our assessment calendar as outlined.

We will continue to engage with the work of the ACC networks at both DHT and faculty level with a focus on assessment.

Some faculties will be continuing to develop their assessment approach at varying year stages.

Our assessment evidence now needs to be analysed, and informed by the ongoing work of both the 2.3 DHT network and the various subject networks that have been established for session 2026-27, we need to ensure we are using a variety of assessment approaches allowing learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.



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supporting them to lead their own learning through having a better understanding of where they are in their learning as individuals.

During our last inspection it was identified that work was needed on planning learning, teaching and assessment, particularly in the BGE. Self-evaluation exercises have been carried out at both faculty and individual levels and staff have been focusing on moderation of planning both internally and externally. SLT observations carried out during session 2025-26 has sought to evidence the impact of this moderation work and **demonstrated improvements in learning and teaching practice across the school**. Feedback has been shared individually and at faculty level. The success of this approach has supported the decision to continue this approach again next year, to develop both moderation skills and impact on lesson planning and delivery.

Faculties have continued to engage in internal moderation and verification activities in the Senior Phase and a number of staff have attended Understanding Standards events during session 2025-26. This has **led to a better understanding of standards** and has supported the assessment development work that has taken place across curriculum areas in the senior phase. In particular, work in a number of faculties on summative assessments has looked to **allow for a greater spread of questioning better preparing pupils for the cumulative assessment in the estimate diet and in the final SQA exam**.

Faculty Overview Feedback Sample Science and English

QS Markers and verifiers records

External verification feedback records from QS

FIP evidence of work on assessment

Pupil voice survey – **Most** (78%) pupils feel that they have the right level of challenge in their work most or all of the time.

Moderation and verification work will continue to be a focus in FIPs and SLT observations will continue to look to assess the impact of this work.

Progression from BGE through into SP will continue to be a focus of attainment review discussions and will feature in raising attainment strategies for faculties.



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The introduction of assessment of progress within a level in the BGE has allowed for more robust attainment evidence as demonstrated by the data pattern of this year's attainment. Work to look at how attainment from the BGE transfers into the SP has been taking place through attainment reviews and will be the focus of greater analysis during session 2026-27. This will **allow us to evaluate the effectiveness of our BGE in preparing our students for the senior phase qualifications and inform improvement priorities in this area going forward.**

Planning, Tracking and Monitoring

Work on learning conversations this year has seen developments in practice in a number of different faculty areas. Target setting has been incorporated into **most** senior phase classes. As a result, **pupils report that they know what they are trying to achieve and how to get there.** Within the BGE pupils recognise that learning conversations take place regularly to support their learning, however staff feel more work is needed on developing target setting at these stages. This will remain a focus for faculty's in session 2026-27.

We have continued our explicit focus on skills development through both our S1 and S2 Skills programme in the BGE and our profiling activities. **This is supporting the skills development of our pupils and helping to develop their understanding of the importance and value of learning across the four contexts for learning, particularly the ethos, life and culture of the school and opportunities for personal achievement.**

Planning, Tracking and Monitoring

Most staff members (84%) of staff strongly agreed that pupils are involved in setting their learning targets.

FIP extracts outlining work on learning conversations

Skills programme lesson plans

Profiling evidence in the BGE including the new P7 profile document.

Faculty and whole School tracker evidence
Sample S4-6 Whole School Tracker
Sample S2 Whole School Tracker

Presentation policy

Tracking, Monitoring and Intervention Guidelines

Attainment Review minutes

Planning, Tracking and Monitoring

Develop the use of Pupiltracking for whole school data analysis use.

Provide CPL to support staff understanding and engagement with Insight data, utilising the additional training that SLT have engaged with during session 2025-26.

Establish our approach to Wider Achievement Tracking processes.

Carry out further evaluation work on the impact of our Skills courses in S1/2.

Continue focus in attainment reviews on targeted groups who make up our attainment gap.



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We have worked with our ASG to develop a consistent approach to BGE profiling in P7 to support transition into S1. These completed profiles will travel with our young people as they move into S1 in August 2026. This will **ensure greater consistency for our pupils and encourage them to maintain their focus on developing their wider skills set as they move through the transition into secondary school.**

We have embedded the use of PupilTracking as a reporting tool during session 2025-26. We have continued our focus on tracking and monitoring at faculty and whole school level with QA taking place through SLT/Faculty link meeting. This is **allowing staff, pupils and parents to have a greater understanding of where our young people are in their learning in the BGE and alongside the report comments and learner conversations, how to progress to the next level.**

We have developed an annual review cycle for our Progress Alert Letters Process, our Presentation Policy and our TMRI Guidelines. These have been developed further in the later stages of session 2025-6 ready for implementation from August 2026. These documents **ensure consistency in approach across the school ensuring parents and carers feel informed on the progress of their child as the move through the year stages.**

We continue to see robust dialogue through Faculty Attainment Reviews which is demonstrating the improvements being made in data analysis at all levels across the school as all staff members now feed in to

SP September 2025 RMPS Example
SP March 2026 Languages Example
BGE June 2026 Maths Example

See 3.2 Raising Attainment for impact on pupils attainment and achievement.



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this process. Our work in this area is supporting our raising attainment agenda. We have a key focus on targeted groups who are make up our attainment gaps.

HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory
How well are you doing? What's working well for your pupils?	How do you know? What evidence do you have of positive impact on pupils?	What are you going to do now? What are your improvement priorities in this area?	
Wellbeing, Inclusion and Equality We continue to see strong relationships between staff and pupils across the school. PTG colleagues know their caseloads well and strengthened review processes between Guidance, Support for Learning and Year Heads has ensured pupil welfare and support remains a priority. Staff voice was incorporated into our draft Promoting Positive Relationships strategy during session 2025-26. This is now ready to be launched this session. This strategy looks to ensure that we are taking a joined up approach in our effort to ensure pupils feel respected, supported and confident in their relationship with their peers and staff members. It also promotes a number of actions that pupils can take to ensure they are positively impacting on pupil welfare and the ethos and culture of the school.	Wellbeing, Inclusion and Equality ACC QIV Report and HMIE Report all references the positive relationships we enjoy in the school. Our Rights Respecting School Silver Report also makes reference to this. It remains a consistent message from external observers. PTG Colleagues are now routinely carrying out SHANNARI assessment with almost all pupils in their caseload. PTG/PTASFL minutes and PTG/YH minutes demonstrate our ongoing work to monitor and review the welfare and wellbeing of our pupils. We saw an improvement in the % of pupils who report that the school helps them to feel safe - up from most pupils (82%) in 2024 to 88% in 2026.	Wellbeing, Inclusion and Equality Work needs to continue on developing a whole school understanding of the collective role we all play in meeting the wellbeing needs of our young people under the GIRFEC wellbeing indicators. We need to make sure we are using data effectively to target wellbeing matters that are affecting our young people. Increased use of the data gathered from the Shine survey and the ACC Wellbeing survey will support this. We also need to progress the planned work on refreshing our Anti-bullying policy and establish our practice of data recording and analysis so we can be proactive in our efforts to improve pupil confidence in how we deal with bullying incidents and reduce the number of bullying incidents by identifying trends and patterns.	



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Our journey through session 2025-26 to Silver in the Rights Respecting School (RRS) programme has seen us further develop our young people's understanding of their rights under the UNCRC. Pupils have experienced curriculum inputs, Assembly presentations and a focus on Rights of the Week through Registration to help develop their understanding. They have also developed their global understanding through spotlight focuses on topics such as children impacted by conflict which has been shared by the pupils in the RRS Club and through a their engagement in a series of cross curricular global goals lessons. These inputs support our young people to develop the knowledge and understanding to advocate for their own rights and those of others, both locally, nationally and internationally as they expand their knowledge becoming global citizens. Work has also been undertaken during session 2025-26 to prepare for the introduction of the Mental Health Award in S4 for all pupils. This course will help to embed a whole-school culture of wellbeing and greater awareness of positive mental health and strategies to support good mental health. It will be launched in session 2026-27.	Staff Collegiate input on Promoting Positive Relationships Strategy. Silver Rights Respecting Schools Evidence Pack Silver Rights Respecting Schools Report Human Rights Day Assembly Presentation Mental Health Award Course Outline	We are going to review our enrolment procedures to ensure all pupils joining Dyce Academy get off to the best possible start with us, and feel comfortable and confident within the school allowing them to engage positively in their learning. We are going to look to improve consistency in our approach with some of our ASN and Pupil Support processes such as how we utilise Flexible Timetables and Risk Assessments, and how staff can access ASFL for pupils in their class who they identify require further support. We will also refresh our work on the CIRCLE framework to ensure we are meeting the needs of all learners within the physical classroom environment. We want to have more of a focus on our attendance management procedures to try and improve the attendance statistics across year stages.
Equity Initiatives Our PT PEF has maintained our initiatives and strategic interventions to reduce the cost of the school day such as our enhanced 'Swap Shop' our stationary trolley, our snack box, our study packs for seniors and our starter packs for new S1 pupils coming into the school. We have also promoted the use of 'Easyfundraising' to help raise funds to support these initiatives in addition the Rag Bag initiative. These endeavours support our	Equity Initiatives In session 2025-26 8 families requested Study Packs to support them with their exam preparation. 11 families requested S1 Starter Packs. We supported 33 families with Christmas gifts through the Mission Christmas appeal and we provided school funded helpful hampers to 21 families for the festive period. 10 families formally approached us for items from our swap shop and a lot more items were given to pupils throughout our daily	Equity Initiatives We will continue to promote the equity initiative we have in place. Following the ICT refresh across the city we can no longer allow pupils to take devices home with them to support their learning. We have made provision for our ASN pupils and work will be undertaken to look into how we can support our FSM meal pupils with devices as well given how much we rely on online learning activities.



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pupils by overcoming the financial barriers they face, providing them essential resources to support their engagement in school and in their learning.	activities. 35 families were supported with Winter Warmer vouchers.	
Celebrating Diversity The school library has an annual calendar of raising awareness events covering topics in relation to equalities and celebrating diversity. We have had regularly refreshed displays around the school and promotional materials on our TV screen and through Registration promoting themes such as Black History Month and Pride as we look to celebrate diversity . This has been led by the Rights Respecting Schools workstream involving a number of staff and pupil groups including the Equalities Ambassadors and the Rights Respecting School Club . This work impacts positively on the inclusive culture and ethos of the school as it encourages our young people to act without judgement or prejudice towards others and supports the positive relationships we are commended for within the school.	Celebrating Diversity Diversity and Equality assembly presentation Disability History Month Promotional material	Celebrating Diversity Our RRS Schools club and Equalities Ambassadors are going to look into producing a school wide infographic which recognises the diversity we have in the school. We are going to embark upon our Keeping the Promise journey to ensure we are effectively supporting our Care Experienced young people.
Promotion of House Identity Session 2025-26 saw us reintroduce House Captains in our Pupil Leadership Structure. Our Captains have been involved in working with their Guidance teachers to promote House Identity through the promotion of House Noticeboards and a termly House Assembly. This work has helped to develop a sense of identity and belonging within the school itself.	Promotion of House Identity House Assembly presentations House Noticeboard Samples The majority of pupils, 56% feel a sense of House Identity from their exposure to house Assemblies, Interhouse Competitions and House Noticeboards.	Promotion of House Identity We will continue to develop the role of House Captain with increased leadership opportunities for those in post. We will continue to develop our approach to House Assemblies so that our House Captains play more of a lead role within them.



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		We will continue to develop our Inter-House programme to support House identity and pupil engagement in wider curricular activities.
Positive Destinations We have continued to work closely with our SDS colleagues to support our pupils to engage in career appointments, careers education activities, work experience and pathway planning meetings to support planning for post school destinations. This has resulted in an increase in the number of young people we have supported into positive destinations post school. We supported our young people to participate in initiative such as the Norther Lights Programme and Access To programme with RGU to encourage our young people to consider University as a post school destination. In Feb 2027 we will analyse the data to see if we have increased the number of pupils who move on to University post school. We also offered a trip to NESCOL for a number of young people within our targeted groups. We also had a presentation from the Tullos Training Centre for all of our S4 and some targeted S5 pupils in March 2026. These experiences has helped to break down some of the uncertainty around what these post school destinations look like for our pupils and has also supported our drive to get more young people into positive destinations when they leave school .	Positive Destinations Our positive destination figure in Feb 2025 was 95.35% up from 93.81% in Feb 2024. This was in line with our VC, the National Establishment and ahead of Aberdeen City figures. Across the 2025-26 session 30 pupils engaged in the Norther Lights programme. 16pupils attended the Access to Programme. 17 Pupils from our targeted Mentoring programme attended a College visit in November 2025. All S4 pupils received an input from the Tullos Training Centre of Modern Apprenticeships.	Positive Destinations Due to staff changes in the office we need to do some work with the admin team on how we record 16+ planning information in Seemis. We are going to establish a consistent approach for 16+ Pathway Planning meetings. We will continue to pursue as many authentic learning experiences as we can get for our young people to support their career awareness and post school destination understanding to help support as many as possible into positive destinations when they leave school.



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HGIOS QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of pupils' achievement; Equity for all pupils)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory
How well are you doing? What's working well for your pupils?	How do you know? What evidence do you have of positive impact on pupils?	What are you going to do now? What are your improvement priorities in this area?	
Attainment in Literacy and Numeracy Young people in Dyce Academy make good progress across the BGE from prior levels in both Literacy and Numeracy. BGE Literacy This year we have continued to focus on improving Literacy levels by the end of the BGE. Approaches taken are outlined in both the Literacy strategy and in the Faculty Improvement Plan and Raising Attainment documentation. This session we were particularly focusing on improving our achievement at fourth level and we have had a second year of improvement. BGE Numeracy Our attainment in Numeracy has remained similar to session 2024-5 in the BGE. Whilst this is lower than in previous years it is more aligned to our attainment in S4 for Numeracy. Going forward our efforts need to be on improving attainment in numeracy in the BGE. SP Literacy We have continued to focus on achieving the highest possible Literacy level for our pupils and we have seen	Attainment in Literacy and Numeracy Literacy and Numeracy raising attainment strategies. BGE Literacy Achievement of fourth level by the end of S3 has improved again this session. Reading - June 2024 less than half (46%), to July 2025 the majority (63.16%), to July 2026 most pupils (77.9%) Writing – June 2024 less than half (37.5%), to July 2025 the majority (63.16%), to July 2026 most pupils (76.4%) Listening and talking – June 2024 less than half (39.7%), to July 2025 the majority (63.44%), to July 2026 most pupils (77.2%) BGE Numeracy In July 2026, most pupils achieved third level numeracy by the end of S3 (83%) and the majority achieved fourth level (51.5%) SP Literacy - S4 Attainment	BGE Literacy The focus for session 2026-27 will be on improving the attainment of the lowest 20%. BGE Numeracy The focus for session 2026-27 is on improving attainment by the end of S3. Work will be undertaken with a peer FH to moderate our approach to assessment in the BGE. There will also be a focus on timelines for BGE Assessment. SP Literacy The focus for session 2026-27 will be on improving the attainment of the lowest 20% and on ensuring that we are planning assessment approaches to allow us to level up on Literacy attainment beyond English levels. SP Numeracy We need to continue to build on the improvement we have had with level 5 Numeracy. Work will continue with planning level 6 assessment approaches.	



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an improvement trend across the S4 and S5 year stages in our Literacy attainment at all levels.

Numeracy

We have continued to focus on achieving the highest possible Numeracy level for our students during session 2024-25. A key focus was attainment at the end of S4. As a result of this, through targeted input and banking of numeracy assessments we have **seen an improvement with achievement in Numeracy at level 5**. We also introduced Higher Applications of Maths which encouraged more young people to look to take their maths qualifications on to Level 6. This allowed an increased number of pupils to achieve their Level 6 numeracy as a result of this.

Leavers Data

Literacy

As a result of our focus on Literacy , we have seen an improving trend in achievement of Literacy at Level 4 and 6 for our young people at the point of leaving school.

Numeracy

As a result of our focus on Numeracy, we have seen an improving trend in achievement of Numeracy at Level 4, 5 and 6 for our young people at the point of leaving school.

We have seen an improving trend in our Literacy data over the last three years.

Almost all pupils achieve Level 3 Literacy by the end of S4:

2024 90.58%, 2025 94.53%, 2026 96.3%

Almost all pupils achieve Level 4 Literacy by the end of S4:

2024 83.33%, 2025 92.97%, 2026 91.85%

Most pupils achieve Level 5 Literacy by the end of S4:

2024 71.74%, 2025 78.91% , 2026 80%

Literacy - S5 Attainment

Most pupils achieve Level 5 Literacy by the end of S5:

2024 74.26%, 2025 78.83%, 2026 81.68%

The **majority** of pupils achieve Level 6 Literacy by the end of S5:

2024 30.88%, 2025 41.61%, 2026 50.38%

Numeracy - S4 Attainment

Almost all pupils achieve Level 3 Numeracy by the end of S4:

2024 94.93%, 2025 97.66% , 2026 97.04%

Most pupils achieve Level 4 Numeracy by the end of S4:

2024 87.68% 2025 86.72%, 2026 91.85%

The **majority** of pupils achieve Level 5 Numeracy by the end of S4:

2024 56.52%, 2025 51.56%, 2026 65.19%

Numeracy - S5 Attainment



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The **majority** of pupils achieve Level 5 Numeracy by the end of S5:
2024 55.88%, 2025 65.69%, 2026 58.02%

A **minority** of pupils achieve Level 6 Numeracy by the end of S5:
2024 14.71%, 2025 14.6%, 2026 19.85%

Leavers Data – Literacy

Almost all leavers now achieve Level 4 Literacy by the time they leave school:
2024 84.07%, 2025 90.7%

Most leavers achieve Level 5 Literacy by the time they leave school:
2024 79.65%, 2025 78.29%

Less than half of leavers achieve Level 6 Literacy by the time they leave school:
2024 39.82%, 2025 42.64%

Leavers Data – Numeracy

Most leavers achieve Level 4 Numeracy by the time they leave school:
2024 86.73%, 2025 88.37%

The **majority** of leavers achieve Level 5 Numeracy by the time they leave school:
2024 60.18%, 2025 63.57%

Less than half of leavers achieve Level 6 Numeracy by the time they leave school:
2024 18.58%, 2025 20.16%



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Attainment over Time

Over the past few three years we have sought to improve our curriculum offer by introducing courses utilising the full scope of the SCQF framework. We have had success with the new courses that we introduced this session (FA L5 Construction, L6 Film and Media, L6 Journalism) to provide further options for our young people at level 5 and 6. We have also continued to secure some additional qualifications through our core offer including the RBV award through Core RMPS, and Leadership through Core PE. We have also increased the number of young people we have opting into courses through the ABZ campus offer. **This breadth of offer has supported the improving trend we have seen in the Breadth and Depth measures of attainment for awards at Level 5 and Level 6 over the past three years.**

We have continued to work on our coursing by introducing an additional layer of QA into the subject choice process. **This has led to more robust initial choices for our young people, an increase in course entries. It has also led to a three year improving trend of attainment at SCQF level 6 in S5.**

During session 2025-26 we increased the teaching time for Higher qualifications from 4 hours a week to 5 hours a week. We also continued to use our tracking, monitoring and interventions to good effect and applied our presentation policy with consistency, with further QA built in from the relevant YHs. **The result of this has been an improvement in our attainment at A-C at**

Attainment over Time

In session 2025-26:

- 14 pupils achieved the L5 FA Construction
- 12 pupils achieved L6 Film and Media
- 9 pupils achieved L6 Journalism.
- 108 pupils achieved the Level 6 First Aid qualification
- 40 pupils achieved the Religion, Beliefs and Values award at Level 5 through Core RMPS
- 7 pupils achieved the Leadership award at level 6 through Core PE.

SP Breadth and Depth

S4 Qualifications at SCQF Level 5

Almost all pupils achieve 1 qualification at Level 5:
2024 85.51%, 2025 90.63%, 2026 90.37%

Most pupils achieve 2 qualifications at Level 5:
2024 80.43%, 2025 85.16%, 2026 80.74%

Most pupils achieve 3 qualifications at Level 5:
2024 71.01%, 2025 78.91%, 2026 75.56%

The majority of pupils achieve 4 qualifications at Level 5:
2024 60.14%, 2025 71.88%, 2026 72.59%

The majority of pupils achieve 5 qualifications at Level 5:
2024 51.45%, 2025 64.06%, 2026 68.15%

S4 A-C Passes at National 5

Most pupils achieve 1 or more National qualifications at National 5 grade C or above:
2024 82.61%, 2025 86.72% 2026 80%

Attainment over Time

During session 2026-27 we need to finalise our curriculum review to determine our senior phase structure from session 2027-28 onwards.

Session 2026-27 will see the introduction of the Mental Health Award in S4 as this remained under development from our work in session 2025-6.

Extend the targeted mentoring so it begins much earlier in the session.



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National 5 level at all counts and an improvement at Higher level in a number of counts.

The Majority of pupils achieve 2 or more qualifications at National 5 grade C or above:
2024 70.29%, 2025 70.31%, 2026 71.58%
The Majority of pupils achieve 3 or more qualifications at National 5 grade C or above:
2024 58.7%, 2025 57.81%, 2026 68.89%
The Majority of pupils achieve 4 or more qualifications at National 5 grade C or above:
2024 52.17%, 2025 47.66%, 2026 54.81%
Less than half of pupils achieve 5 or more qualifications at National 5 grade C or above:
2024 42.03%, 2025 39.06%, 2026 45.19%

S5 Qualifications at SCQF Level 6

The majority of pupils achieve 1 or more qualifications at level 6:
2024 47.06%, 2025 68.61%, 2026 74.05%
The majority of pupils achieve 2 or more qualifications at level 6:
2024 38.97%, 2025 57.66%, 2026 61.07%
The majority of pupils achieved 3 or more qualifications at level 6:
2024 32.35%, 2025 45.99%, 2026 52.67%
Less than half of pupils achieved 4 or more qualifications at level 6:
2024 24.26%, 2025 35.04%, 2026 43.51%
Less than half of pupils achieved 5 or more qualifications at level 6:
2024 15.44%, 2025 24.82% , 2026 34.35%

S5 A-C Passes at Higher

The majority of pupils achieve 1 or more qualifications at A-C at Higher:



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2024 42.65, 2025 56.20, 2026 53.44%
Less than half of pupils achieve 2 or more qualifications at A-C at Higher:
 2024 30.88%, 2025 38.69%, 2026 45.8%
Less than half of pupils achieve 3 or more qualifications at A-C at Higher:
 2024 25.74%, 2025 28.47%, 2026 35.11%
Less than half of pupils achieve 4 or more qualifications at A-C at Higher:
 2024 13.97%, 2025 18.98%, 2026 26.72%
A Few pupils achieve 5 or more qualifications at A-C at Higher:
 2024 8.82%, 2025 5.84%, 2026 9.92%

Course Entries
 We have seen an increase in course entries in S4 at National 5 level:
 2024 615, 2025 644, 2026 664
 We have seen an increase in course entries in S5 at Higher level:
 2024 209, 2025 244, 2026 253
 We have seen an increase in course entries in S6 at Higher level:
 2024 62, 2025 79, 2026 86

Overall Quality of Pupils Achievements

Our Service to the School roles and pupil leadership roles have continued to be developed with greater accountability built in to ensure **these posts are enhancing the portfolio of achievements of the young people involved.** These roles **help pupils develop transferable skills, build confidence, exercise responsibility and contribute to the wider life of the school, better preparing them for life beyond school.**

Overall Quality of Pupils Achievements

Service to the school records
 Ambassador Project records

Overall Quality of Pupils Achievements

Refresh our Service to the School roles by launching our Personal Development Programme which contains an increased offer to provide further experiences and opportunities for attainment.



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Equity for all Pupils Through the work of our PEF PT, we have continued to work hard to remove barriers to learning for our pupils and raise awareness of the provision we have on offer such as our swap shop, snack box, starter and study packs and helpful hampers. These opportunities have been widely promoted and 8 of our seniors took up the offer of the study packs which provided the necessary stationary materials to support with exam preparation. We ran a preparation for exams course for all of S4-5 pupils, with targeted individuals from S6 also opting in to this experience. This session focused on positive attitudes towards exam preparation and raising aspirations. This meant that all of our pupils were receiving this positive messaging as they embarked on exam preparation. We also ran our Easter School provision again in April 2026 with sessions offered in Maths, PE, RMPS, Computing, Leadership and First Aid. This provision was open to all students undertaking these courses and provided a positive revision experience in the run up to the final exam diet, and provided pupils with the opportunity for detailed feedback and individualised study activity to meet the needs of the attendees. This helped to build confidence in our pupils ahead of the exams. We continued with our targeted mentoring in S4 and S5 and this included our FSM pupils, Care Experienced Pupils and those in the lowest 20% of attainment by January 2026. This support led to the pupils involved,	Equity for all Pupils S4 PEF Improvement plan presentation. 51 pupils attended the Easter School provision in April 2026. ACE Programme Sample Timetable We had seen an improving trend in the complementary tariff points for our lowest 20% in 2025 but this has dropped again in 2026, but remains above the figures for 2024 and 2023. Lowest 20%: 2023,88, 2024 86, 2025 143, 2026 100 We have seen an improving trend in both our middle 60% and top 20% in S4. Middle 60%: 2023 286, 2024 317, 2025 320, 2026 332 Top 20%: 2023 444, 2024 439, 2025 445, 2026 449 This is as a direct result of the improvement in coursing and strength of interventions utilised in this year group. We have seen improvement in our lowest 20% and middle 60% for our S5 cohort based on S5 Roll. Lowest 20% 2023 191, 2024 98, 2025 194, 2026 221 Middle 60% 2023 605, 2024 481, 2025 577, 2026 636	Equity for all Pupils We continue to have an attainment gap with our FSM pupils. Mentoring for our FSM pupils needs to start much earlier in the year. Due to changes in staffing we will appoint a new mentoring lead to lead on this.
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successfully improving their grades and securing a number of qualifications before leaving school.

In session 2025-26 we launched our Ace Programme which targeted S4 leavers who needed additional time and support to overtake their coursework at National 4 level. We also utilised this time to try and secure further achievements and accreditation including Saltire Awards, First Aid qualifications and employability experiences. **This allowed this group of pupils to develop transferable skills, employability skills, build confidence and add to their attainment portfolio.**

With our top 20% we have seen an improving trend over the last 3 years but we remain behind where we were in 2023.

Top 20%

2023 1094, 2024 935, 2025 950, 2026 977



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Priority	Leadership of Change					
Context						
Links to Quality Indicators	1.3					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
School Vision, Values and Aims All stakeholders to feel ownership over shared vision and values statements supporting a strong sense of identity for all pupils. All stakeholders will be working together to turn this vision into reality going forward, leading to a positive impact on our school culture and environment. Through the creation of a well organised and constructed website all stakeholders are well informed and can easily access key information that helps them understand who Dyce Academy is, the learning opportunities and experiences available to pupils,	School Vision, Values and Aims New vision and values need to be embedded across the school and will underpin all future work of the school including policy development. School website development work will incorporate pupil leadership roles as well. We will look to gather views from all stakeholders to find out what they want to see on our school website to support them in knowing what is happening within our school. Build a school website that encompasses who Dyce Academy are with key information relating to the Vision, Values and Aims. Clear areas within the website that would allow for easy navigation and access to the identified areas of interest from stakeholders. This will provide viewers/users with an accessible platform that showcases our school successes and highlights key policies and guidelines that support learning.	School Vision, Values and Aims Vision and values documentation including development documentation, assembly presentations and promotional materials. Evidenced through referencing in other policy documentation. New school website	School Vision, Values and Aims K Arthur will lead on Vision and Values work N Stuart will lead on School Website work			



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and the support provided to help every learner succeed.						
Staff Professional Development Resources A more informed staff body with access to the key staff documents to support them in delivering our school expectations of the PRD process. This will lead to a more confident and informed staff team which will be evident in their practice. Staff voice will support in the creation of the CLPL calendar ensuring we are meeting the development needs of our team.	Staff Professional Development Resources Probationer and Student Training throughout the year. Suite of resources to be created to support new staff joining the school A calendar of inhouse training events to be created to support staff to engage in professional learning. Resources from any inhouse training to be stored in one accessible place to allow for staff access.	Staff Professional Development Resources Probationer and student training programme to be in place for session 2026-27. New Staff resource for onboarding CLPL Calendar and records	Staff Professional Development Resources A Hose			
Staff Leadership at all levels – Self-Evaluation Staff evaluation exercise will provide a better understanding for colleagues of where we are as a school. This will support appropriate decision making for improvement planning going forward at both faculty and school level, which will in turn lead to improved outcomes for learners.	Staff leadership at all levels – Self-Evaluation Whole School Self-evaluation activities to be built into collegiate time during session 2026-27. Focus on Faculty self-evaluation will take place during SLT Link meetings.	Staff leadership at all levels – Self-Evaluation Evaluation evidence will better inform S&Q report at end of session 2026-27, and improvement planning at both school and faculty level. Staff voice – Improvement in % of staff who strongly agree they are actively involved in the schools ongoing self-evaluation and belief that they have opportunities to be involved in the setting of priorities for the school. Baseline August 2026, 24% strongly agree and a further	Self-Evaluation K Arthur			



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Staff leadership at all levels Staff working and pedagogy groups provide vehicle for staff led change within the school in the key areas they focus on. All are focused on improving outcomes for learners. Further distributed leadership opportunities will be shared this session allowing for other work streams to progress, supported by SLT. Formal leadership training will help to develop individual staff members which will allow them to feel more confident and effective when leading change going forward. Engagement in ACC networks will provide an invaluable opportunity for staff to look outwards at practice beyond Dyce Academy and bring that learning back into the school in their own subject areas. Collegiate working will support the development of resources and materials across the city which our learners will benefit from.	Staff leadership at all levels Pedagogy Groups to adapt to current and emerging whole school priorities within learning, teaching and assessment, 2026-2027: PBL, HOTS, Marginal Gains Working Groups for session 2026-27: Sustainability, Celebrating Success, Activities Days, RRS, PBM. Opportunities for further leadership roles across the school to be opened up to staff members supported by ring fenced time for undertaking these activities – 2 x PEF roles, 1 x Interhouse lead role, 1 x PDP lead role ACC Leadership Pipeline training will be promoted and will be underpinned by an in-house mentoring offer for those looking to take on leadership development. FH of English, Maths, Science, HWB, ASFL and a PTG member will represent the school at the ACC networks and will lead on the work being undertaken by the central team with a focus on assessment. 3.1 DHT and 2.3 DHT will represent the school at the ACC network meetings where they will engage with professional learning activities and strategic working to develop and enhance practice in these core QI areas.	50% agree they are involved in the setting or priorities within the school. Staff leadership at all levels Pedagogy and working group minutes. CPL provision from Pedagogy Groups throughout the session and in particular during May in-service. Outcome of working groups evidences impact of staff leadership. Outcomes from individual workstreams will evidence impact of staff leadership and inform whether this approach continues. Increase in % of staff who feel they have taken on leadership roles throughout the session. Baseline Oct 2024, 45% strongly agree that they have opportunities to take on leadership roles.	Staff leadership at all levels K Arthur	
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<u>Pupil leadership at all levels</u> Pupil leadership roles are further embedded to allow more opportunities to positively lead changes within the school. This will include improving the recruitment process of leadership roles within the senior phase, reviewing and widening the offer of roles available and developing opportunities for pupil leadership within the junior phase. This will allow more young people to have their voices heard and influence felt across the work of the school. In turn this will encourage positive pupil engagement as a result.	<u>Pupil leadership at all levels</u> Pupil leadership application process to include PTG's for House Captain roles and Ambassador Lead Teachers for Ambassador roles. Junior prefect role to be incorporated into wider prefect roles and responsibilities across 2026-2027 session. Establish approach to parental communication on roles of prefect and duties. As trialled with junior prefects (2026) Ambassador group leaders to have more involvement in appointing ambassadors for 2026-2027 Pupil leaders to be accountable for work undertaken by providing newsletter updates and assembly presentations to outline their actions. Pupil Leadership map to be created by the end of the session. Personal Development Programme roles to be overseen by dedicated staff members, to allow for closer tracking and monitoring to assess impact. The School Newsletter will undergo a refresh through development work led by a member of SLT and a pupil leadership group from S5/6.	<u>Pupil leadership at all levels</u> PTGs have more input to supporting and working with their House Captains. Increase opportunities for leadership positions in BGE Parents are more informed of the roles and responsibilities for prefects. This will allow prefects to be challenged if roles and responsibilities are not being met. Increase in % of pupils who feel they have taken on a leadership role during session 2026-27. In 2024-25, 18% of pupils recognised they were taking on a leadership role. New School Newsletters	<u>Pupil leadership at all levels</u> C Mackenzie A Bonner leading Ambassador Groups Sarah Washington working with PTG on roles and responsibilities for house captains SLT C Mackenzie to lead on School Newsletter work with pupils.			
Curriculum Improvement Cycle	Curriculum Improvement Cycle	Curriculum Improvement Cycle				



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We have identified time in the WTA for session 2026-27 to support engagement with the CIC developments. Middle leaders will be looking at this through the ACC networks as well. An initial presentation will be shared on the August in-service day. This will support staff understanding of the proposed changes leading to more meaningful engagement in the feedback process, and ultimately greater confidence in delivery when the time comes.	Time to be set aside for subject teams to review and feedback on the draft documentation and start developing an implementation plan.	Staff to feel more confident about the curriculum changes that are coming.	Curriculum Improvement Cycle K Arthur			
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Priority	Learning, Teaching and Assessment					
Context						
Links to Quality Indicators	2.3					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i> <i>or RAG</i>		
				T1/2	T3	T4
Home Learning Policy Development A shared understanding and clear rationale is to be developed collegiately regarding home learning opportunities. This will support a more consistent approach with	Home Learning Policy Development Continue with development of home learning policy. Pupil voice exercises to be carried out (BGE and SP)(to include examples of home learning and benchmarking)	Home Learning Policy Development Shared understanding of the purpose of home learning amongst staff and pupils.	Home Learning Policy Devpt C MacKenzie			



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home learning activities across the school which will lead to better routines for our young people, providing further opportunities for pupils to progress in their learning.	Policy draft to be shared with staff Parent voice through parent council Policy in place and shared	Expectations on home learning are clear for staff, pupils, and parents Increase in homework data held within Faculty Trackers in session 2026-2027 Pupil voice during 2026-2027 demonstrates increase in purpose of home learning				
Assessment Planned assessments support pupils with their own planning and time management. This will support our young people to lead their learning and revision, leading to improved attainment outcomes.	Assessment Review the input process to assessment calendar for class teachers Pupil voice exercise to evaluate the accessibility for pupils Engagement with ACC work on assessment through network groups and 2.3 network.	Assessment Assessment Calendar 2026-27 (Input from all faculties by September weekend 2026) Improved attainment in working grades and overall attainment due to successful planning for assessment by both staff and pupils.	Assessment C MacKenzie			
Moderation Improved learning experiences and assessments that are planned to meet the needs and maximise attainment of all pupils. The planned approach to observations will develop the practice of our middle managers and bring greater consistency to our self-evaluation activities in this area. It will also provide a further opportunity to ensure our L&T focus areas to date	Moderation Updated approach to lesson observations for 2026-2027 to include: - SLT link and PT to review moderated work and observe across faculty. - PT observation of faculty and faculty summary produced (with support from SLT link). - External moderation work to be carried out with Cluster Primary Schools on Literacy and Numeracy in Feb 2027.	Moderation Observation Feedback that evaluates impact of moderation work and demonstrates improved outcomes from those lessons (Overtaken across the year in line with delivery) PTs have increased role in observation cycles ASG Moderation minutes	Moderation Faculty Teams SLT Links and C Mackenzie ASG Colleagues			



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have been fully embedded and that staff are continuing to develop their practice in these areas, leading to better learning and teaching experiences for our young people .	SLT links to follow up with teams: - Internal moderation work linked to effective planning of learning and teaching, evident in faculty calendars. - Internal verification activities across BGE And Senior Phase in faculty calendars.	Improvement in % of staff who strongly agree that moderation activities are helping them to make sound professional judgements. Baseline August 2026 24% strongly agree and 28% agree. Improvement in % of pupils who report that their work is hard enough all of the time . Baseline June 2025 43.5%	Teaching Staff members			
<u>Developing Pedagogy Across the School</u> Opportunities for staff to develop pedagogical approaches in their own setting and share practice across the school. This will lead to improved learning experiences for pupils with an increase in appropriate challenge for all pupils.	<u>Developing pedagogy across the school</u> Ongoing development of online Dyce Academy Learning and Teaching Toolkit of resources so all in one place for staff. Internal CPD offer to include focus on areas covered in 2023-2026 to support ongoing progress in these focus areas (Structure of a lesson, Differentiation, Pace and Challenge) Pedagogy Groups for 2026-2027: - PBL - HOTS - Marginal Gains Sustainability Working Group to lead on Professional learning to support outdoor learning. Rights Respecting Schools Group will lead on embedding Rights education into teaching and learning practices.	<u>Developing pedagogy across the school</u> Pedagogy Group minutes (collated through the session) Online LTA toolkit (Created by end of session 2026-27) Internal CPD calendar, Collegiate and In-service evidence. Improvement in % of staff who agree that their professional learning enables them to reflect on and improve their practice. Baseline 74% in August 2026. SLT Observation feedback on impact of strategies to support pace, challenge and differentiation within lessons. Comparisons with feedback gathered in session 2024-25 will	<u>Developing Pedagogy</u> Pedagogy Groups C Mackenzie			



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		demonstrate continued improvement overall.				
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Priority	Safeguarding and Ensuring Wellbeing, Equity and Inclusion					
Context						
Links to Quality Indicators	2.1 and 3.1					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
Wellbeing Greater awareness among staff of the role they all play in ensuring we meet the wellbeing needs of our pupils. More visible reminders will ensure our pupils feel supported with their wellbeing during their time in school. Through improved use of data we can ensure that our action plans going forward are targeting the aspects of wellbeing that our young people are telling us they need the most support with.	Wellbeing Professional learning and collegiate work will be undertaken to ensure we have a shared understanding of SHANNARI indicators and how we all contribute to this. Continued development of whole school Wellbeing Strategy, which will help to pull together our various workstreams that support positive wellbeing for our young people and staff. Focus areas for the future to be identified through the effective use of data related to pupil wellbeing, from the ACC Wellbeing survey and Shine survey results.	Wellbeing SHANNARI displays to be evident in classroom areas (In place by end of session 2025-26) Wellbeing Strategy to be complete and shared during session 2026-27. Data analysis will help to identify improvement priorities going forward into session 2027-28.	Wellbeing A Hose M McCaw A Hose			



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<u>Anti Bullying Refresh</u> Pupils to feel more informed about what constitutes bullying to support better decision making going forward. Pupils and parents will also have greater confidence in knowing what will happen if they report a bullying incident and how they will be supported. Improved practices will allow for data capture which can then inform improvement priorities going forward.	<u>Anti Bullying Refresh</u> Launch the Promoting Positive Relationship Strategy developed in session 2025-26. Review and update of the Schools Anti-Bullying policy, with strong stakeholder involvement. Inclusion of ESAS to be included within this. PTPS and SLT will review the process for recording Bullying incidents in Seemis Log. Data will be reviewed termly by 3.1 DHT and shared with SLT and PTG to determine patterns and inform actions at whole school and pupil support levels.	<u>Anti Bullying Refresh</u> Promoting Positive Relationship Strategy Dyce academy Anti- Bullying documentation Bullying and Equalities log and analysis data. Tracking of Pupil voice in relation to how the school deals with bullying. Baseline form session 2024-25, 53% believe it is dealt with well or have never experienced it. Improvement in % of pupils who report the school helps them to feel safe. Baseline 82% strongly agreed or agreed in June 2025.	<u>Anti-Bullying Refresh</u> K Arthur A Hose			
<u>Positive Behaviour Management Policy</u> A positive behaviour management policy will be developed with full stakeholder involvement, with positive working relationships at the centre of it. Once implemented this will ensure more consistent experiences for our young people supporting them to make positive decisions regarding their own actions, encourage accountability, and lead to more effective learning experiences for all.	<u>Positive Behaviour Management Policy</u> Positive Behaviour Management Policy to be reviewed to identify areas for improvement, informed by staff and pupil voice Initial staff focus group term 4 2025-2026 to inform work for working group in session 2026-2027 Working group to review previous processes and develop new processes for: • Restorative approaches • The use of consequences • Notifying colleagues • Recording interventions	<u>PBM Policy</u> Review paperwork Tracking of behaviour to be established to help evaluation of interventions To review alternative tracking, recording and notification systems for PBM	<u>PBM Policy</u> C Mackenzie leading PBM Working Group 2026-2027			



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	- Communication with parents - Digital system for notifying, recording and communication to be researched developed Pupil voice activity to be undertaken Redrafting of policy to be supported by working group during session 2026-27. National Guidance to be incorporated into policy documentation. National updates on mobile phone use in schools will also be taken account of and will either be incorporated into our PBM, or a stand alone mobile phone policy in session 2027-28.					
Attendance Management Development of attendance policy will lead to better tracking and monitoring and more timely and effective interventions to support positive attendance of pupils.	Attendance Management School based Guidelines for supporting attendance to be created to sit alongside ACC Guidance. Targeted groups to be identified and become a focus for session 2027-28 based on self-evaluation evidence. Action plans devised to tackle individuals. Information to be shared with parents to promote school attendance. PTG and YH strategies to address problems of truancy, lateness and non-attendance to be generated and shared to ensure consistent practice.	Attendance Management Attendance Guidelines Attendance tracking evidence of targeted group and action plans through YH link minutes. Attendance documentation for parents. Supporting attendance documentation. EBSNA discussions to be a standing feature of all DHT / PTG link meetings	Attendance Management K Arthur SLT K Arthur PTG & A Hose			



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	PTG will complete the EBSNA training during session 2026-27. Pupils who fall within this category will be targeted as part of the YH link meeting process to ensure we have appropriate support in place to improve attendance.	Continue to see improved attendance in S4-6. Baseline S4 – 90.8%, S5 – 90.2%, S6 – 89.05 Reduction in unauthorised pupil absences. Baseline S4 – 1658, S5 – 2154, S6 794.				
Keeping The Promise Dyce Academy will begin it's journey towards achieving the 'Keeping the Promise' Award within this 3 year Improvement plan cycle. This will allow us to raise awareness of the needs of care-experienced young people, create consistency in language and messaging to eliminate stigma around care experience, strengthen inclusion and encourage partnership working so that our care experienced young people feel safe, respected and supported in our school.	Keeping The Promise CPL will be developed utilising the resources from the national framework and embedded within our Collegiate calendar for this session. The Individual CPL will then be promoted for session 2027-28. Pathways Advocate will maintain an attainment and destination tracker of all Care Experienced young people. Mentoring will be provided to all of our care-experienced young people throughout session 2026-27.	Keeping The Promise CPL materials PA Tracker Mentoring Records	Keeping the Promise S Hamilton & K Arthur			
CIRCLE Framework By relaunching the use of CIRCLE boxes in all classrooms we will make learning more accessible for our young people. We will review the classroom audits that took place, to determine what actions remain outstanding in improving the learning environment	CIRCLE Framework Review content of CIRCLE boxes Restock and re-promote the use of Circle boxes with all staff members and learners. Review previous classroom audits and create a action plan to address any issues.	CIRCLE Framework CIRCLE boxes Classroom Audits and Action Plan	CIRCLE Framework A Hose			



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for our young people ensuring that our learning spaces are as accessible as possible for all young people.						
ASN Procedures By developing a consistent approach for accessing ASFL for learners, staff members will have confidence to take the necessary steps to ensure we are meeting the needs of all learners at each year stage. This will ensure that our young people feel supported within their learning across the school. Review our procedures for AA evidence gathering to ensure we are in line with best practice in this area, reducing workload on staff and ensuring that all pupils have access to the correct support entitlement during assessments throughout the year. This will support our young people to be confident when approaching assessment and ensure best possible outcomes from assessments. Ensuring that ASN data is accurately recorded within Seemis for all of our young people will allow for more accurate comparisons within Insight. This will support more effective	ASN Procedures Review current process for accessing ASFL for learners, and obtain staff views on what would improve or streamline this process. Review current practice following meeting with Simon Potter. Agree practice for going forward and share with all staff to ensure this is embedded this session. Agree ongoing procedure for recording ASN needs within Seemis with PTG, PT ASFL, including for incoming S1 cohorts.	ASN Procedures Refreshed Accessing ASFL documentation. Refreshed AA guidelines for all staff. AA evidence gathered ASN Recording Procedure document. ASG Improvement Plan	ASN Procedures A Hose & R MacDonald with all staff N Stuart & R MacDonald K Arthur & R MacDonald with PTG and YH			



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improvement planning in this area going forward.	Embed this process into daily practice. Review all pupil records over the course of session 2026-27 to ensure accuracy. KA to propose this process is incorporated into the ASG Improvement Plan to support the transference of more accurate records form Primary Schools.		K Arthur with ASG			
Enrolment Procedures By Reviewing our current enrolment procedures we can ensure our practice promotes Dyce Academy and all it has to offer to our pupils. This will ensure that new pupils get off to the best possible start when joining the school building confidence and engagement with the school.	Enrolment Procedures Review current Practice Agree what needs to be addressed and produce new procedure incorporating the use of physical enrolment packs. Share procedures with staff so they are confident with our procedures and can support new pupils effectively in their first days. Gather pupil and parent voice over the course of the session to ensure we are meeting their needs during the enrolment process and their first few weeks in school.	Enrolment Procedures Enrolment Procedure Documentation Enrolment Packs Pupil and Parent Voice evidence	Enrolment Procedures A Hose			
Pupil Support Procedures By reviewing our practice and creating guidelines to support our Pupil support processes we can ensure consistency in our approach and ensure that we are being proactive in meeting the needs of our young people in a timely manner.	Pupil Support Procedures Develop Guidance for the use of Flexible Timetable Develop Guidance for the use of Risk Assessments Develop Guidance for 16+ Planning meetings Review and refresh our CP procedures documentation Develop Guidance for pupil action planning meetings, review processes, and recording procedures.	Pupil Support Procedures Flexible Timetable Documentation and evidence Risk Assessment Documentation and evidence 16+ Planning Meeting Guidance and evidence Refreshed CP documentation	Pupil Support Procedures .K Arthur K Arthur A Hose with PTG A Hose			



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		Suite of guidance for action planning meetings	A Hose with PTG and PT ASFL			

Priority		Raising Attainment and Achievement				
Context						
Links to Quality Indicators		3.2				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B - Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
<u>Embedding a culture of ambition amongst all stakeholders</u> Pupils at all stages will report engaging with target setting activities promoting our value of ambition. Regular learning conversations will take place across faculties so that pupils feel confident they know where they are with their learning.	<u>Embedding a culture of ambition amongst all stakeholders</u> Faculty approach to target setting and learning conversations in the BGE to be agreed and documented.	<u>Embedding a culture of ambition amongst all stakeholders</u> Faculty Calendars Faculty learning conversation documentation Improvement in % of pupils who feel they are supported to do the be Baseline: 46% feel this all of the time and 39% some of the time. Improvement in % of pupils who feel staff provide feedback that	<u>Embedding a culture of ambition</u> Faculty Teams C Mackenzie			



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		helps them to progress in their learning. Baseline: 32% feel this all of the time and 48% some of the time. st they can in their learning. Improvement in the % of staff who feel they involve pupils in their target setting. Baseline: 25% strongly agree and 65% agree.				
Curriculum Review Review of current curriculum model will determine impact on pupil attainment and lead to appropriate changes being implemented maintaining that focus on improved attainment. Faculty level curriculum review may lead to increase in pathway options for our young people and support raising attainment, particularly at level 5 in S5/6.	Curriculum Review Engage staff in review of current 2-2-2 model Engage staff in faculty level curriculum review. Introduction of Mental Health Award through PSE time	Curriculum Review Updated Curriculum Rationale and map. Increase number of pathway options at level 5 in S5/6 in Dyce Academy Attainment Data from Mental Health Award	Curriculum Review K Arthur Middle Management Team PTG			
Progression Pathways and Subject Choice Improved coursing for pupils should lead to a decrease in the requirements for changes to levels of study throughout the	Progression Pathways and Subject Choice Creation of a curricular pathways and progression spreadsheet for all Faculties. Faculty website page showing progression pathways and outline of the courses Tracking of changes in presentation levels in session 2026-27	Progression Pathways and Subject Choice Subject Choice materials across all teams QA and evaluation feedback	Progression Pathways All staff N Stuart			



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course of the year, and positively impact on pupil attainment.						
Presentation Policy Review of the PAL process to improve consistency of use across the school and ensure pupils and parents feel more informed of any concerns regarding progress in subjects, allowing for improved engagement with support interventions.	Presentation Policy Pupil, Parental and Staff voice on school communication to review the current methods of communication and find out how supportive they find the process. Review of Progress Alert letter process and development of Supporting Learner Attainment Guidelines ready for use during session 2026-27.	Presentation Policy Updated Presentation Policy Supporting Learner Attainment Guidelines Tracking data on use of PALs to demonstrate more consistent approach Improvement in number of pupils starting out with 5@5 in S4 and 3@5 in S5 and 5@6 in S6.	Presentation Policy N. Stuart SLT Links			
Effective use of Data Learners receiving the correct intervention at the correct time to support them in attaining and achieving to their full potential.	Effective use of Data Pupil and staff voice on Learner Interventions and the impact they have. Develop CPL materials to activity with all staff to support use of interventions in the classroom. Creation of a tracker between Bucksburn and Dyce to demonstrate previous pupil attainment and projected progression.	Effective use of Data CPL materials developed on Interventions BB Pupil RAG rating tracker	Effective use of Data N.Stuart All staff			
Targeted Mentoring Targeted mentoring to be implemented to support positive engagement, effective interventions and improved attainment for our lowest 20% and those on FSM, helping to close the attainment gap.	Targeted Mentoring Use of attainment data to evidence impact of mentoring intervention for pupils in S4 during session 2025-26. Pupils to be identified for mentoring earlier in session 2026-27 and begin at start of term 2.	Targeted Mentoring Attainment Data record of lowest 20% Mentoring Record Pupil Voice evidence	Targeted Mentoring K Arthur S Hamilton R MacGregor			



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	Pupil voice feedback to be gathered to supplement data capture for evidence of impact Member of staff appointed to lead on mentoring in session 2026-27					
Wider Achievement Recognising the achievements and successes of pupils outside of the classroom will help our young people to feel valued as an individual for their achievements across the different contexts for learning. Evidence would suggest that greater engagement in wider curriculum experiences can lead to improved attainment in curriculum areas. It will also allow our young people to be able to articulate their wider curricular experiences in their post school endeavours, making for more competitive applications.	Wider Achievement Consider the opportunities provided in school to allow students to achieve out with the classroom but still within the school community. Explore how we capture achievements of students. Promotion of these achievements.	Wider Achievement A tracker of students achievements developed incorporating the Personal Development Programme & Senior Leadership Opportunities	Wider Achievement N.Stuart Ambassador Leads			
Celebrating Success Strategy Pupil successes are celebrated through a range of approaches that are appropriate to the scale of achievement. Pupils will also feel that their wider achievements are being	Celebrating Success Strategy Renewed focus on consistency of use of Merits across all classes Review system for class teachers to input merits, research and develop new digital system for recording merits Consider how effort is recognised in the senior phase.	Celebrating Success Strategy Merit tracker in place 2025-2026, to be used to identify pupil gaps. This will then allow targeting of praise postcards as a way to improve celebration of success for all.	Celebrating Success Strategy C Mackenzie leading celebrating success working group.			



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Section 2: Self Evaluation Summary
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement / Securing Children's Progress	3



suitably recognised alongside the work on tracking of school achievements.

Class teachers have a variety of ways to celebrate pupil successes **having a positive impact on the confidence and self- esteem of our young people.**

Greater recognition will also support our young people to develop the skills to articulate their achievements in their post school applications making them more competitive in the process.

Pupil voice work to be carried out to determine how pupils would like to see achievements recognised more frequently in school and across faculties.

Develop approach for pupils and parents sharing success achieved out with school so they can be recognised in school.

Develop system for praise postcards

Review Awards Ceremony categories



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Priority		DYW and Global Citizenship				
Context						
Links to Quality Indicators		2.2, 2.7, 3.1, 3.3				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i> <i>or RAG</i>		
				T1/2	T3	T4
DYW Partnership Working Pupils will experience a number of inputs from business and community partners throughout the curriculum which will enhance learner experiences through authentic learning experiences and develop understanding of career pathways.	DYW Partnership Working – Develop clear partner engagement map outlining input at all stages for our pupils. Role of RGU Hub worker and DY NE workers to be reviewed and promoted to all staff allowing for further opportunities for our pupils.	DYW Partnership Working Partner engagement map	DYW Partnership Working C Mackenzie			
Skills Development Pupils will have opportunities to develop their understanding of and application of transferable skills across the curriculum and through targeted lessons in S1 and S2. This will provide a firm foundation for our young people as they look to continue to develop their employability and life skills going forward which will support a move into a positive post school destinations.	Skills Development Review of S1-2 Skills programme. New team identified for delivery who will take ownership of further development work. A whole school approach to skills identification and development across the curriculum will be devised ready for implementation in session 2027-28	Skills Development Skills programme documentation Whole School Skills Documentation	Skills Development C Mackenzie			



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<u>Rights Respecting Schools</u> To carry out activities to allow us to achieve our Gold RRS award by the end of session 2026-27. This will lead to improved pupil understanding of rights and responsibilities in line with the UNCRC, and underpin the inclusive and respectful ethos that we continually encourage at Dyce Academy so that our learners feel comfortable, confident and safe in school.	<u>Rights Respecting Schools</u> Meeting with Gold lead to confirm next steps. Looking outwards – connecting with St Modens in Stirling who have recently achieved their Gold award. Devising Gold Action Plan and carrying it out. Pupil assembly presentations will be shared throughout the year. There will be a rights focus on curriculum delivery across a variety of subjects. Staff will undergo CPL to support their understanding of the importance of Dignity, Fairness and Equity. Parental engagement with this agenda will also be sought via information shared through parent council and whole school mailshots.	<u>Rights Respecting Schools</u> Evidence will be determined once action plan created. Gold Certificate	<u>Rights Respecting Schools</u> S Washington K Arthur			
<u>Sustainability</u> To support staff with outdoor learning activities (See plan 2.3) This will support learner engagement and provide more authentic learning experiences for our young people To implement a Travel Plan for Dyce Academy to encourage all young people to consider their travel plans through a sustainability lens. This will also develop their knowledge and	<u>Sustainability</u> CPL will be developed for sharing with all staff as part of an in-service or Collegiate input. Draft travel plan to be confirmed and actions required out utilising the eco-schools group. A cross curricular project will be created which will focus on raising awareness of various strands of sustainability and how they all come together in a central focus around our swift colony at Dyce Academy.	<u>Sustainability</u> CPL materials Travel Plan documentation <u>Cross-curricular project planning documentation and outcomes.</u>	<u>Sustainability</u> Sustainability working group			



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understanding and instil positive, sustainable habits for the future.						
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